



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8220 S 7th Ave, Phoenix, AZ 85041

Roosevelt Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. John William Wann  
Schedule : 06:00 AM to 04:00 PM  
Grades : Pre-K-8  
Web Address : [www.eagletribe.org](http://www.eagletribe.org)  
Phone Number : (602) 232-4980  
Fax Number : (602) 243-4926  
E-mail : [wannj@rsd.k12.az.us](mailto:wannj@rsd.k12.az.us)

### Mission

Valley View is a learning community united in scholarship and caring. In our learning community we strive for excellence in achievement, value a safe physical, intellectual, and emotional environment, and honor a culture of respect and caring.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Not Met

#### School Improvement Status (b)

2005-06 Corrective Action  
2004-05 Corrective Action  
2003-04 Corrective Action

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To realize a 10 percentage point growth in the 'Meets & Exceeds' categories of reading, writing, and math on the 2006 AIMS assessment and/or meet or exceed AMO criteria.
- ü To increase by 50% the number of hours that students, grades K-8, report reading outside of school as documented through the Superintendent's Reading Club.
- ü To increase student writing scores by 20% as measured by the District's writing benchmark assessments.
- ü To insure that each child can state his/her learning targets and state with clarity his/her growth goals for each content area.

### Enrollment

October 1, 2005 School Year Student Enrollment : 688  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 180

## Instructional Programs

- Ü Expeditionary Learning/Outward Bound
- Ü Structured English Immersion
- Ü Dual Language option, Grades 4-8
- Ü Four Blocks Literacy Model
- Ü Special Needs Inclusion
- Ü PeaceBuilders and Character Education

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/31/2005
Last Day of School :	6/7/2006

## Shared Responsibilities

### School

Valley View's responsibilities to parents include frequent communication, provision of a high quality education, and to provide a safe and nurturing climate for their children. We encourage parents to visit classrooms and review programs. All community members are invited to participate in School Council & P.T.S.O. meetings and Family Center activities.

### Parents

It is the responsibility of parents of VVES to be partners in the education of their children and be familiar with the educational programs available at the school. Parents are asked to sign the school compact posted in each classroom and to read to or with their children daily.

## Transportation Policy

Valley View School transports students living more than a mile from the school including its magnet and special education students, but not including students accepted under our open enrollment policy.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Selected by Families of 180 Open Enrollment students!	2006
Ü Phoenix Symphony Guild 1st chair flutist	2006
Ü Hertiage Music Festival Gold Award for Concert Band	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	1370	80010	100	100	99	419	421	447	19	20	10	31	28	18	46	47	53	4	5	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	693	38935	100	100	99	421	422	447	17	17	9	30	31	19	47	47	55	6	4	17
Male	36	675	40974	97	100	98	417	420	448	22	23	11	33	26	18	42	47	52	3	5	19
African American	NC	211	4201	NC	100	99	NC	416	430	NC	26	17	NC	30	23	NC	38	51	NC	6	9
Hispanic	84	1088	34545	100	100	99	419	421	432	18	19	14	32	29	24	46	48	53	4	4	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	12	3979	--	92	96	--	429	424	--	8	17	--	33	30	--	50	47	--	8	6
White	NC	51	35142	NC	100	99	NC	437	465	NC	12	5	NC	20	11	NC	57	56	NC	12	28
Students with Disabilities	NC	137	10161	NC	100	93	NC	385	419	NC	64	28	NC	19	28	NC	16	36	NC	1	8
Students without Disabilities	82	1233	69849	100	100	100	423	425	451	13	15	7	33	30	17	49	50	56	5	5	19
Limited English Proficient Students	38	435	14013	100	99	97	410	406	413	21	30	24	42	35	34	37	35	39	NA	0	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	68	1150	39029	99	99	98	417	420	432	19	20	14	34	29	25	44	47	52	3	4	9
Non-Economically Disadvantaged	22	220	40981	100	100	100	426	425	462	18	18	6	23	27	13	50	48	54	9	7	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	1370	79438	100	100	98	426	427	451	14	15	9	41	37	24	43	45	56	1	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	693	38775	100	100	99	433	432	457	13	11	7	36	37	22	49	48	58	2	3	13
Male	36	675	40560	97	100	97	414	422	446	17	19	12	50	37	25	33	41	54	NA	3	9
African American	NC	210	4178	NC	100	98	NC	429	439	NC	15	13	NC	36	29	NC	44	52	NC	5	6
Hispanic	84	1089	34297	100	100	99	426	426	434	13	15	14	42	37	31	44	45	50	1	2	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	12	3940	--	92	95	--	425	429	--	17	14	--	33	36	--	50	47	--	NA	3
White	NC	51	34887	NC	100	98	NC	445	471	NC	14	4	NC	25	15	NC	51	63	NC	10	18
Students with Disabilities	NC	138	9588	NC	100	88	NC	381	416	NC	56	30	NC	32	32	NC	12	34	NC	1	5
Students without Disabilities	82	1232	69850	100	100	100	430	432	456	10	11	7	43	37	23	46	49	59	1	3	12
Limited English Proficient Students	38	435	13856	100	99	96	415	405	407	18	26	27	53	47	43	29	26	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	68	1150	38685	99	99	97	425	426	435	15	15	14	43	37	32	43	45	50	NA	3	5
Non-Economically Disadvantaged	22	220	40753	100	100	99	429	434	467	14	15	5	36	34	16	45	45	62	5	5	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	1360	79971	100	100	99	400	397	423	8	13	8	62	52	41	30	35	49	NA	0	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	689	38974	100	100	99	411	412	437	4	7	5	57	49	33	40	44	57	NA	0	4
Male	36	669	40895	97	99	98	382	382	410	14	19	10	69	56	47	17	26	41	NA	0	2
African American	NC	209	4203	NC	100	99	NC	390	411	NC	16	11	NC	49	45	NC	34	43	NC	NA	2
Hispanic	84	1079	34481	100	99	99	403	398	410	6	12	10	62	53	46	32	34	43	NA	0	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	12	3995	--	92	96	--	407	409	--	17	10	--	42	47	--	42	42	--	NA	1
White	NC	52	35150	NC	100	99	NC	412	437	NC	6	5	NC	50	35	NC	44	56	NC	NA	5
Students with Disabilities	NC	138	10258	NC	100	94	NC	322	377	NC	46	23	NC	43	51	NC	10	25	NC	NA	1
Students without Disabilities	82	1222	69713	100	100	100	407	405	429	5	9	5	63	53	39	32	38	52	NA	0	3
Limited English Proficient Students	38	431	13985	100	98	97	385	374	382	11	20	18	66	59	54	24	21	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	68	1141	38994	99	98	98	402	397	409	7	12	10	63	54	47	29	34	41	NA	0	1
Non-Economically Disadvantaged	22	219	40977	100	100	100	394	400	437	9	14	5	59	46	34	32	40	56	NA	NA	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	1372	80147	100	100	99	428	444	482	33	27	11	45	30	17	20	39	49	2	5	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	670	39281	100	100	99	432	450	483	35	23	9	35	29	17	26	42	50	3	6	24
Male	35	702	40780	100	100	98	425	439	482	31	31	12	54	30	17	14	35	48	NA	4	24
African American	NC	247	4249	NC	100	99	NC	440	464	NC	30	17	NC	29	22	NC	38	48	NC	3	13
Hispanic	52	1054	33494	100	100	99	427	445	466	31	27	15	48	30	23	21	39	49	NA	5	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	10	4117	--	91	96	--	NA	456	--	NA	19	--	NA	27	--	NA	46	--	NA	8
White	NC	54	36122	NC	100	99	NC	454	501	NC	24	5	NC	30	10	NC	33	50	NC	13	35
Students with Disabilities	10	184	10295	100	100	92	NA	405	443	NA	64	33	NA	26	26	NA	9	33	NA	1	8
Students without Disabilities	56	1188	69852	100	100	100	429	450	488	36	21	7	39	30	16	23	43	51	2	5	26
Limited English Proficient Students	27	425	12722	100	99	97	417	425	441	41	38	27	52	38	33	7	23	37	NA	0	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	54	1164	38371	100	98	97	426	443	465	35	27	15	48	31	23	15	38	49	2	4	13
Non-Economically Disadvantaged	12	208	41776	100	100	100	438	450	498	25	27	6	33	21	11	42	45	49	NA	8	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	1372	79686	100	100	98	427	436	470	29	28	11	47	36	24	24	35	57	NA	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	671	39163	100	100	99	441	446	475	16	20	9	45	35	22	39	43	60	NA	2	10
Male	35	701	40438	100	100	97	415	426	465	40	35	13	49	37	25	11	27	54	NA	1	7
African American	NC	248	4228	NC	100	98	NC	438	458	NC	27	15	NC	35	28	NC	37	53	NC	1	4
Hispanic	52	1054	33299	100	100	98	425	434	452	31	29	17	44	36	32	25	34	47	NA	1	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	10	4087	--	91	96	--	NA	446	--	NA	16	--	NA	38	--	NA	44	--	NA	2
White	NC	53	35914	NC	100	98	NC	450	489	NC	19	5	NC	47	15	NC	30	67	NC	4	14
Students with Disabilities	10	184	9808	100	100	87	NA	394	432	NA	71	35	NA	25	32	NA	4	30	NA	1	3
Students without Disabilities	56	1188	69878	100	100	100	430	442	475	29	21	8	43	38	23	29	39	61	NA	1	9
Limited English Proficient Students	27	425	12594	100	99	96	408	411	422	44	47	34	48	42	45	7	11	21	NA	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	54	1165	38095	100	99	97	425	435	452	31	28	17	48	37	32	20	34	48	NA	1	3
Non-Economically Disadvantaged	12	207	41591	100	100	99	439	441	486	17	26	6	42	34	16	42	39	65	NA	2	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	1359	80372	100	99	99	441	443	475	8	10	4	53	46	30	39	44	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	666	39452	100	100	99	459	464	488	NA	4	3	53	38	22	47	57	72	NA	1	3
Male	34	693	40836	100	98	98	424	424	464	15	16	6	53	53	37	32	31	56	NA	NA	1
African American	NC	246	4264	NC	100	99	NC	448	465	NC	9	5	NC	43	35	NC	47	59	NC	0	1
Hispanic	50	1043	33608	100	99	99	441	442	462	10	11	6	46	47	36	44	42	57	NA	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	NC	54	36213	NC	100	99	NC	452	489	NC	11	2	NC	35	22	NC	54	72	NC	NA	3
Students with Disabilities	10	181	10526	100	98	94	NA	376	427	NA	38	15	NA	54	53	NA	9	31	NA	NA	1
Students without Disabilities	54	1178	69846	100	99	100	441	453	482	9	6	3	50	45	26	41	49	69	NA	0	2
Limited English Proficient Students	26	418	12747	100	98	97	422	414	432	15	19	12	50	56	52	35	26	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	52	1155	38521	96	98	98	434	443	461	10	10	6	56	46	38	35	43	55	NA	0	1
Non-Economically Disadvantaged	12	204	41851	100	100	100	466	447	489	NA	11	3	42	42	22	58	46	72	NA	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	1320	79306	99	99	99	463	470	504	27	28	13	41	30	20	31	38	49	1	4	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	671	38845	98	100	99	461	472	505	29	26	11	39	31	20	32	38	50	NA	4	18
Male	33	649	40383	100	99	98	466	468	504	24	30	14	42	28	19	30	37	47	3	4	19
African American	NC	237	4171	NC	99	98	NC	462	485	NC	33	20	NC	32	26	NC	32	44	NC	3	10
Hispanic	69	1001	32673	99	99	99	463	471	487	28	27	18	41	30	25	30	38	46	1	5	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	NC	64	36234	NC	100	99	NC	487	523	NC	22	6	NC	23	13	NC	47	52	NC	8	28
Students with Disabilities	12	170	10286	92	97	91	439	431	462	50	69	41	33	19	27	17	11	27	NA	NA	5
Students without Disabilities	62	1150	69020	100	100	100	467	476	510	23	22	9	42	31	18	34	42	52	2	5	21
Limited English Proficient Students	23	356	10291	100	97	96	442	447	458	52	49	38	35	33	34	13	17	26	NA	0	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	55	1114	37437	96	98	97	462	469	486	31	29	19	36	29	26	33	38	46	NA	4	9
Non-Economically Disadvantaged	19	206	41869	100	100	100	467	478	521	16	23	7	53	33	14	26	38	51	5	7	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	1320	79000	99	99	98	456	458	489	19	23	10	42	37	24	39	38	58	NA	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	671	38774	98	100	99	458	463	494	20	19	7	34	36	22	46	43	61	NA	2	10
Male	33	649	40150	100	99	98	454	453	485	18	27	12	52	38	25	30	33	55	NA	1	8
African American	NC	237	4153	NC	99	98	NC	458	476	NC	23	13	NC	36	30	NC	40	53	NC	2	4
Hispanic	69	1001	32508	99	99	98	455	457	472	19	24	15	43	38	33	38	37	49	NA	1	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	NC	64	36135	NC	100	98	NC	480	508	NC	13	4	NC	25	14	NC	56	67	NC	6	15
Students with Disabilities	12	170	9991	92	97	88	429	416	449	33	69	33	50	23	36	17	8	29	NA	NA	2
Students without Disabilities	62	1150	69009	100	100	100	460	464	495	16	16	6	40	39	22	44	43	62	NA	2	10
Limited English Proficient Students	23	356	10199	100	97	95	430	430	439	39	46	35	57	46	47	4	9	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	55	1114	37234	96	98	97	452	455	472	22	24	15	45	39	33	33	36	50	NA	1	3
Non-Economically Disadvantaged	19	206	41766	100	100	99	467	474	505	11	16	5	32	28	16	58	50	65	NA	5	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	1321	79611	99	99	99	479	468	496	9	13	7	53	53	37	38	35	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	670	39016	98	100	99	489	484	511	7	7	4	51	48	29	41	45	66	NA	0	1
Male	33	651	40519	100	99	98	466	452	482	12	18	10	55	58	44	33	24	46	NA	NA	0
African American	NC	239	4188	NC	100	98	NC	465	486	NC	14	9	NC	51	40	NC	35	50	NC	NA	0
Hispanic	69	1000	32855	99	99	99	479	468	481	9	12	10	54	54	43	38	34	47	NA	0	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	NC	64	36380	NC	100	99	NC	476	511	NC	11	4	NC	48	30	NC	41	65	NC	NA	1
Students with Disabilities	12	170	10664	92	97	94	422	404	440	25	39	23	50	52	54	25	8	22	NA	NA	1
Students without Disabilities	62	1151	68947	100	100	100	488	477	504	6	9	4	53	53	34	40	38	61	NA	0	1
Limited English Proficient Students	23	354	10362	100	97	97	433	429	438	22	27	22	70	58	57	9	15	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	55	1115	37626	96	98	98	477	466	479	9	13	10	56	54	45	35	33	45	NA	0	0
Non-Economically Disadvantaged	19	206	41985	100	100	100	483	479	511	11	12	4	42	46	30	47	42	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	1371	79327	100	100	98	470	485	518	49	36	19	25	26	20	22	35	46	4	4	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	669	38961	100	99	98	473	489	520	46	30	16	27	29	20	24	36	48	3	4	16
Male	39	702	40295	100	100	97	467	481	516	51	41	21	23	23	19	21	34	44	5	3	16
African American	11	258	4247	100	100	98	463	476	499	36	43	27	27	26	24	36	28	41	NA	3	8
Hispanic	64	1044	32327	100	99	98	471	486	499	50	35	27	25	25	25	20	36	41	5	4	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	--	16	4391	--	100	96	--	515	489	--	13	32	--	31	27	--	50	36	--	6	4
White	NC	49	36373	NC	100	98	NC	494	538	NC	29	10	NC	29	14	NC	39	52	NC	4	25
Students with Disabilities	18	188	9321	100	100	87	436	436	467	72	81	54	11	11	22	17	7	21	NA	NA	3
Students without Disabilities	58	1183	70006	100	100	100	478	493	524	41	28	14	29	28	19	24	39	49	5	4	18
Limited English Proficient Students	25	364	9431	100	98	95	449	460	466	76	59	53	20	26	27	4	14	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	63	1147	37097	100	98	97	467	485	498	52	35	27	21	26	25	24	35	41	3	4	7
Non-Economically Disadvantaged	13	224	42230	100	100	99	483	486	535	31	37	11	46	24	15	15	36	50	8	3	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	1373	79501	100	100	98	452	466	497	38	25	10	33	36	25	29	39	60	NA	0	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	671	39062	100	100	99	460	472	502	24	19	8	41	37	23	35	44	64	NA	0	5
Male	39	702	40368	100	100	98	443	460	491	51	31	13	26	36	27	23	33	57	NA	0	3
African American	11	258	4279	100	100	99	444	468	485	36	23	14	36	34	30	27	43	54	NA	1	2
Hispanic	64	1046	32389	100	99	98	453	464	478	38	26	16	33	37	34	30	37	48	NA	0	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	--	16	4401	--	100	96	--	481	473	--	13	17	--	38	40	--	50	43	--	NA	1
White	NC	49	36446	NC	100	99	NC	484	516	NC	18	4	NC	29	15	NC	53	73	NC	NA	7
Students with Disabilities	18	188	9411	100	100	88	429	423	453	44	68	36	33	23	36	22	9	26	NA	NA	1
Students without Disabilities	58	1185	70090	100	100	100	457	473	502	36	18	7	33	38	24	31	43	65	NA	0	5
Limited English Proficient Students	25	364	9401	100	98	94	423	435	443	72	51	40	28	41	46	NA	8	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	63	1149	37183	100	98	97	449	465	479	40	25	16	30	37	34	30	38	49	NA	0	1
Non-Economically Disadvantaged	13	224	42318	100	100	99	462	473	513	31	22	5	46	34	17	23	43	70	NA	0	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	1350	80000	100	98	99	525	538	564	7	5	3	24	16	11	68	76	75	1	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	663	39288	100	99	99	546	556	579	5	3	2	14	9	6	81	83	77	NA	4	16
Male	39	687	40644	100	98	98	504	520	549	8	8	4	33	22	15	56	69	74	3	1	7
African American	11	257	4307	100	100	99	535	539	551	9	6	4	18	15	13	64	74	75	9	5	7
Hispanic	64	1026	32672	100	97	99	523	536	548	6	6	4	25	16	14	69	76	76	NA	3	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	--	16	4424	--	100	97	--	579	549	--	NA	3	--	NA	14	--	100	77	--	NA	5
White	NC	47	36602	NC	100	99	NC	551	579	NC	2	2	NC	19	7	NC	79	75	NC	NA	16
Students with Disabilities	18	185	9919	100	98	93	504	466	505	11	16	9	33	51	35	50	32	54	6	1	2
Students without Disabilities	58	1165	70081	100	98	100	530	548	571	5	4	2	21	10	7	74	83	79	NA	3	12
Limited English Proficient Students	25	358	9571	100	96	96	485	496	502	12	11	10	48	32	29	40	57	60	NA	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	63	1132	37534	100	96	98	527	537	547	5	5	4	25	16	15	68	76	76	2	3	5
Non-Economically Disadvantaged	13	218	42466	100	100	100	515	542	578	15	6	2	15	16	7	69	75	75	NA	3	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	1351	78546	100	99	97	516	507	543	34	35	15	19	25	18	44	37	52	3	3	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	669	38645	100	100	98	525	511	545	26	31	13	18	27	18	56	39	54	NA	3	15
Male	34	679	39792	100	98	97	507	503	542	41	39	17	21	24	17	32	34	50	6	3	15
African American	NC	256	4205	NC	99	97	NC	499	524	NC	37	22	NC	31	22	NC	31	49	NC	1	7
Hispanic	59	1029	31177	100	99	97	516	508	524	34	35	22	20	24	23	42	38	48	3	3	7
Asian/Pacific Islander	--	NC	1940	--	NC	99	--	NC	580	--	NC	5	--	NC	9	--	NC	53	--	NC	33
American Indian/Alaskan Native	NC	13	4689	NC	100	95	NC	530	515	NC	15	28	NC	15	25	NC	69	43	NC	NA	4
White	NC	45	36450	NC	100	97	NC	513	563	NC	38	7	NC	18	12	NC	40	57	NC	4	23
Students with Disabilities	18	199	8093	100	100	82	478	462	489	61	84	50	17	9	24	22	7	23	NA	NA	2
Students without Disabilities	50	1152	70453	100	99	100	527	514	549	24	26	11	20	28	17	52	42	56	4	4	16
Limited English Proficient Students	24	343	9323	100	98	94	492	480	491	46	59	47	29	26	28	25	15	24	NA	0	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	54	1088	34694	100	98	96	512	507	524	35	36	23	22	25	23	41	36	48	2	3	7
Non-Economically Disadvantaged	14	263	43852	100	100	99	533	508	559	29	32	10	7	26	13	57	40	56	7	2	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	1347	79045	100	99	98	480	481	512	21	22	10	44	38	25	35	39	58	NA	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	667	38860	100	100	98	490	489	519	18	18	7	35	34	22	47	47	62	NA	1	8
Male	34	677	40075	100	98	97	469	473	505	24	26	12	53	41	28	24	32	54	NA	1	6
African American	NC	255	4250	NC	99	98	NC	482	500	NC	19	12	NC	40	31	NC	40	54	NC	1	3
Hispanic	59	1024	31314	100	99	98	479	479	493	22	23	16	46	38	34	32	38	48	NA	1	2
Asian/Pacific Islander	--	NC	1949	--	NC	99	--	NC	536	--	NC	4	--	NC	15	--	NC	66	--	NC	15
American Indian/Alaskan Native	NC	13	4719	NC	100	96	NC	497	489	NC	NA	15	NC	31	39	NC	69	45	NC	NA	2
White	NC	47	36730	NC	100	98	NC	492	532	NC	23	4	NC	26	16	NC	47	68	NC	4	12
Students with Disabilities	18	196	8552	100	98	87	456	440	463	39	63	35	50	30	40	11	7	23	NA	1	1
Students without Disabilities	50	1151	70493	100	99	100	487	487	517	14	15	7	42	39	24	44	45	62	NA	1	8
Limited English Proficient Students	24	339	9355	100	97	95	457	448	456	29	47	37	58	44	48	13	9	15	NA	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	54	1083	34922	100	98	96	474	479	493	22	23	15	48	38	34	30	38	48	NA	1	3
Non-Economically Disadvantaged	14	264	44123	100	100	99	504	486	527	14	20	6	29	36	18	57	43	66	NA	1	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	1348	79657	100	99	99	554	545	566	4	6	3	13	14	8	82	80	87	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	668	39120	100	100	99	576	564	580	NA	3	2	3	8	4	97	89	92	NA	0	2
Male	34	677	40423	100	98	98	530	528	553	9	9	5	24	19	12	68	72	83	NA	0	1
African American	NC	256	4290	NC	99	99	NC	553	560	NC	3	4	NC	14	9	NC	83	86	NC	NA	1
Hispanic	59	1026	31642	100	99	99	556	542	552	3	7	5	15	14	11	81	79	84	NA	0	0
Asian/Pacific Islander	--	NC	1948	--	NC	99	--	NC	589	--	NC	1	--	NC	3	--	NC	91	--	NC	4
American Indian/Alaskan Native	NC	13	4760	NC	100	97	NC	575	547	NC	NA	5	NC	NA	14	NC	100	81	NC	NA	0
White	NC	45	36929	NC	100	99	NC	562	579	NC	2	2	NC	11	5	NC	87	91	NC	NA	2
Students with Disabilities	18	198	9069	100	99	92	526	485	508	6	19	11	28	36	30	67	45	58	NA	NA	1
Students without Disabilities	50	1150	70588	100	99	100	562	555	573	4	4	2	8	10	5	88	86	91	NA	0	1
Limited English Proficient Students	24	337	9521	100	96	96	535	494	507	4	16	13	21	29	24	75	55	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	54	1084	35341	100	98	97	550	545	551	4	6	5	15	14	12	81	80	83	NA	0	0
Non-Economically Disadvantaged	14	264	44316	100	100	100	573	549	578	7	8	2	7	13	5	86	79	90	NA	NA	2

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Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	1341	78400	100	100	97	523	517	554	41	44	21	22	22	19	34	31	47	3	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	677	38686	100	100	98	518	520	554	41	43	20	30	22	20	30	33	49	NA	2	12
Male	51	663	39636	100	100	96	529	515	554	41	46	23	14	22	18	39	29	46	6	4	13
African American	12	238	4193	100	100	97	546	517	533	33	47	32	8	18	23	50	32	40	8	3	5
Hispanic	90	1025	30732	100	100	97	519	518	534	42	43	31	23	23	24	33	31	40	1	3	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	31
American Indian/Alaskan Native	--	22	4536	--	92	95	--	508	528	--	59	35	--	9	25	--	32	37	--	NA	4
White	NC	49	37038	NC	100	97	NC	507	575	NC	51	11	NC	18	14	NC	27	56	NC	4	19
Students with Disabilities	27	232	7840	100	100	81	478	466	498	59	87	60	30	9	18	11	4	20	NA	NA	2
Students without Disabilities	78	1109	70560	100	100	99	533	527	560	35	35	17	19	25	19	42	36	50	4	4	14
Limited English Proficient Students	30	296	8956	100	98	95	490	487	502	67	71	56	27	18	25	7	11	18	NA	NA	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	79	1047	33014	100	99	95	530	519	534	34	43	31	23	22	24	39	31	40	4	3	5
Non-Economically Disadvantaged	26	294	45386	100	100	99	501	511	569	62	50	15	19	21	15	19	28	52	NA	1	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	1340	79179	100	100	98	488	488	519	20	23	11	43	40	27	37	36	58	NA	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	676	38974	100	100	99	489	493	524	22	17	8	41	43	25	37	40	61	NA	0	5
Male	51	663	40124	100	100	97	488	482	513	18	30	13	45	37	28	37	33	54	NA	1	4
African American	12	238	4243	100	100	98	513	492	506	17	19	14	25	43	32	58	37	51	NA	1	3
Hispanic	90	1024	30987	100	100	98	485	487	498	20	24	17	46	39	36	34	37	45	NA	1	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	10
American Indian/Alaskan Native	--	22	4573	--	92	96	--	481	494	--	23	16	--	59	41	--	18	42	--	NA	1
White	NC	49	37467	NC	100	98	NC	483	539	NC	37	5	NC	24	17	NC	39	70	NC	NA	8
Students with Disabilities	27	231	8567	100	100	88	454	443	467	41	63	39	48	30	38	11	6	22	NA	NA	1
Students without Disabilities	78	1109	70612	100	100	99	496	496	524	13	15	7	41	42	25	46	43	62	NA	1	5
Limited English Proficient Students	30	296	9013	100	98	95	458	454	461	43	49	40	47	43	48	10	8	12	NA	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	79	1047	33345	100	99	96	493	488	499	16	23	17	41	40	36	43	37	46	NA	0	1
Non-Economically Disadvantaged	26	293	45834	100	100	99	475	488	533	31	25	7	50	40	19	19	34	67	NA	2	7

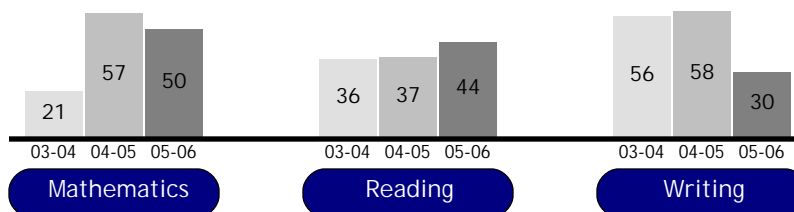
Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1343	79734	100	100	99	537	531	554	4	5	3	34	31	19	62	64	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	680	39243	100	100	99	540	547	568	4	3	2	30	22	12	67	75	85	NA	NA	1
Male	50	661	40413	100	100	98	534	515	541	4	7	4	38	40	26	56	52	70	2	0	0
African American	12	240	4285	100	100	99	557	541	548	NA	3	3	25	28	22	67	68	74	8	0	0
Hispanic	90	1025	31254	100	100	99	534	529	539	4	5	5	36	32	25	60	63	70	NA	NA	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	2
American Indian/Alaskan Native	--	22	4613	--	92	97	--	530	535	--	5	4	--	23	29	--	73	67	--	NA	0
White	NC	48	37668	NC	98	99	NC	523	569	NC	10	1	NC	25	13	NC	63	85	NC	2	1
Students with Disabilities	27	231	8943	100	100	92	494	474	495	11	17	11	63	59	51	26	24	38	NA	0	1
Students without Disabilities	77	1112	70791	100	100	100	547	542	561	1	2	2	23	25	15	74	72	83	1	0	0
Limited English Proficient Students	30	294	9138	100	97	97	502	486	492	7	13	13	40	54	46	53	33	40	NA	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	79	1046	33718	100	99	97	539	531	538	4	4	5	32	32	26	63	64	69	1	0	0
Non-Economically Disadvantaged	25	297	46016	100	100	100	532	532	567	4	6	2	40	28	14	56	65	84	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

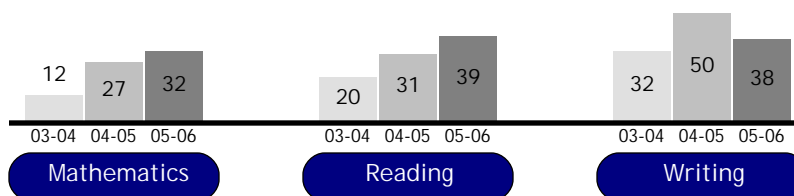


Recent Trends in Student Proficiency on the State Standards (AIMS Test)

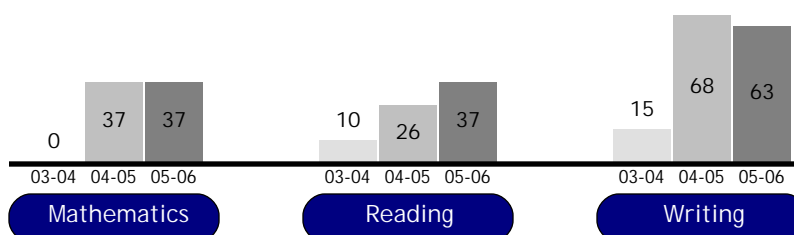
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	82	24	NA	58	99	30	31	47	99	24	27	46
	Language	95	14	22	50	99	27	32	47	99	21	30	48
	Mathematics	97	14	34	64	99	33	33	50	99	27	28	52
3	Reading	80	30	NA	55	98	26	24	44	100	28	27	46
	Language	95	33	38	61	98	29	28	44	100	32	30	46
	Mathematics	97	24	33	61	97	35	33	51	100	35	32	52
4	Reading	87	23	NA	56	96	27	29	48	98	22	28	52
	Language	88	27	35	52	96	28	29	49	98	24	30	52
	Mathematics	85	23	38	61	94	29	33	53	98	25	34	58
5	Reading	92	27	NA	55	90	26	30	50	96	34	30	56
	Language	91	25	32	49	90	27	31	50	96	24	30	54
	Mathematics	92	30	38	63	92	26	30	49	96	28	28	52
6	Reading	93	22	NA	56	90	29	33	51	96	22	34	56
	Language	90	19	29	48	90	27	30	47	96	16	30	50
	Mathematics	87	28	40	66	90	28	33	52	96	21	34	58
7	Reading	91	24	NA	54	94	27	30	50	97	30	30	54
	Language	90	30	35	58	94	33	34	52	97	35	37	58
	Mathematics	87	36	32	62	93	30	31	50	97	30	30	54
8	Reading	87	23	NA	55	96	33	33	51	92	37	35	58
	Language	76	19	31	52	96	36	35	50	92	41	39	56
	Mathematics	72	29	37	61	96	39	34	53	92	34	34	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 2 Community Member(s)
- 4 Student(s)

## Council Duties

- Ü School Improvement/School Reform
- Ü Budget
- Ü Campus & Grounds Planning
- Ü Expeditionary Learning/Outward Bound
- Ü Program & Staff Development
- Ü Calendar Development

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	2.00	Teacher Aide	10.50

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	2	0	0
4 to 6 years	6	3	0	0
7 to 9 years	2	2	0	0
10 or more years	1	9	1	1

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	128
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	11%

## Resources Available at School Site

## Special Facilities

- Ü Technology Lab (iMac) & Media Center
- Ü Library
- Ü Family Center
- Ü Animal Habitat

## Extracurricular Activities

- Ü Interscholastic Sports & Cheer Teams
- Ü Drama & Dance
- Ü America Reads /LULAC tutoring
- Ü Chess Club
- Ü Student Council
- Ü Community Gardening
- Ü Science Club
- Ü Phoenix Parks & Recreation After School

## Social Services

- Ü Dental Service Program
- Ü Neighborhood Libraries
- Ü Literacy Volunteers K/1 Parent Program
- Ü Peer Mediation
- Ü Community Gardening
- Ü Counseling/Prevention Services

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü Significant increase in AIMS scores as evidenced by four years in a row as a performing school under AZLEARNS.
- ü Parent-teacher conferences are student led featuring authentic student work across the curriculum. Two academic expositions and two arts expositions held annually.
- ü Selected as a School Visit Site by the 2006 NABE National Conference Committee. Also selected to host a National Site Seminar by Expeditionary Learning Schools.
- ü Jr. High band invited to attend Heritage Music Festival competition in New York City, spring 2007 based on 2006 Gold performance in San Diego.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	81	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

At Valley View, the Responsible Action Classroom, peer mediation, justice circle, and regular student assistance team meetings are central to our safe school environment. A community garden, student building projects, community libraries, after school tutoring, classes in the arts, and the animal habitat offer collaborative projects for youth involvement. New students offered friendly, student led orientation.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Sarah Newcomer	(602) 232-4980
Transportation Policy	Manuel Quihuis	(602) 243-2610
Community Resources	Rosita Hernandez	(602) 232-4980
School Nutrition Programs	Phyllis Jefferies	(602) 243-4830
Parent Organization	Liz Duncan	(602) 232-4980
Student Health/Nurse	Susan Krelic	(602) 232-4980

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."



## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.